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 Los Angeles, California

Camping Magazine, May, 1956

CAMPING MAGAZINE

May 1956

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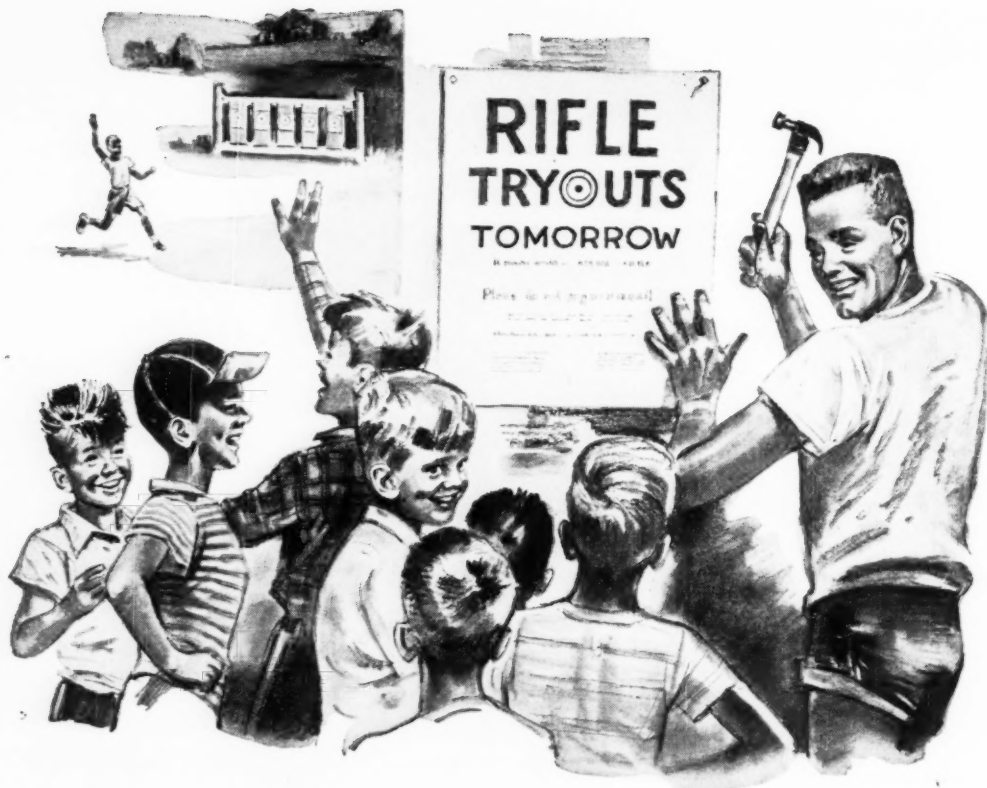
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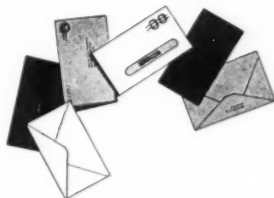
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letters from readers

**Convention Committee
Says "Thanks!"**

The ACA National Convention Steering Committee and the Michigan Section wish to express their deep appreciation for the wonderful cooperation given to the advance publicity in connection with the 1956 National Convention in Detroit. We feel that this was a very helpful reminder to members of ACA to "make it a date."

We are pleased to announce that the advance registration was 766 and that the full-time registration reached an all-time high.



Also, we wish publicly to thank all those who played a part, from delegates to committee chairmen, for making this convention a "living spirit of camping." We regret that everyone could not have been there to catch the enthusiasms. It was a wonderful experience for us as chairmen and we recommend it to all of you, for getting to really know the people who make ACA the vital, growing acorn that it is.

—*Sidney N. Geal*

Arthur J. Lusty, Jr.

*Co-chairmen, 1956 National
Convention of ACA*

Seeks Help on Fire Protection

The problem that I am faced with might be answered if placed in your "Letters from Readers" column. We are seeking information and suggestions in the area of fire prevention techniques and equipment for our camp sites. We are particularly concerned about what is best in areas that are a distance from water sources such as lake or well. We would like, if possible, actual plans that have been successful.

—*Sam Skolnick*

*Director, Camp Tamarack
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Books for Better Camping

A Department Conducted by
Prof. Charles Weckwerth
Springfield (Mass.) College

Trampolining

AUTHOR: Newton C. Loken

PUBLISHER: Nissen Trampoline Co., 200 A Ave., N. W., Cedar Rapids, Iowa, \$1.00.

This 48-page booklet, written by a gymnastic coach at University of Michigan, features diagrammatic, text and photographic descriptions of a cross-section of all the stunts that can be done on the trampoline. It has been the author's aim to include the normal scope of stunts which make for progressive learning, and to present them in order from the easiest to the most difficult.

Camps which have a trampoline, or are planning to purchase one, should find this booklet most helpful in enabling campers to get greatest benefit from the equipment.

On Call for Youth— How to understand and help young people

AUTHOR: Rudolph Wittenberg

PUBLISHER: Association Press, 291 Broadway, New York 7. 1955, \$3.50.

REVIEWER: Mrs. Paul Hunsicker, Camp Arbutus.

Dr. Wittenberg has written a book that should be in the hands of adults who have contact and influence with teen-agers. It is particularly practical for camp leaders, and could be used in staff training.

We hear from young folks such phrases as "I don't care," or "I know I should do so and so but . . .," "I want to be left alone," and "I know I'm no good," and we start the probing process trying to help.

The author explains with genuine understanding the causes behind such statements. He makes clear how so often our own needs and unresolved problems get in the way of guiding young people through stormy, normal adolescence.

A camp counselor is supposed to be flexible in attitudes. This book helps tell "how." Dr. Wittenberg says, "The important thing is to give young people, wherever possible, an honest choice. This is

much more difficult than it seems, because when we say 'choice' we usually mean 'we expect you to say yes.' We seldom offer a free choice which includes an unloaded 'no' as well as a 'yes' in response."

"On Call for Youth" will help you grow to greater objectivity in handling the every-day "average" adolescent, who we all know has been overlooked in our intense preoccupation with delinquency.

General Leathercraft (4th edition)

AUTHOR: Raymond Cherry

Linoleum Block Printing

AUTHOR: Francis J. Kafka

PUBLISHER: McKnight & McKnight Publishing Co., Market & Center Sts., Bloomington, Ill. 1955, \$1.50 (Leathercraft;) \$1.25 (Block Printing)

REVIEWER: Mrs. B. A. Sinn, Camp Severance

These two pamphlets, in the same size and format and with similar soft covers, are very attractive and useful adjuncts to any craft book shelf in a camp. They are nicely printed on a good quality paper, the illustrations are profuse and well taken, and the directions are clear and concise.

The book on General Leathercraft gives not only complete lists of tools and projects, but it contains a large section on "How to Do" which is excellent, because it is easy to follow and the terms are explained clearly. From this book, even an amateur can turn out a creditable piece of work. There is a variety of things that can be made, many different mediums to work with and suggestions for professional finishes, so often omitted from similar books.

The book on Linoleum Block Prints contains quite a bit of the history of block printing. This is interesting and informative, and will appeal more to the teacher than to the pupil. The directions in some cases assume a previous knowledge of terms and tools. However, the illustrations are informative and simple to follow.



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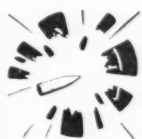
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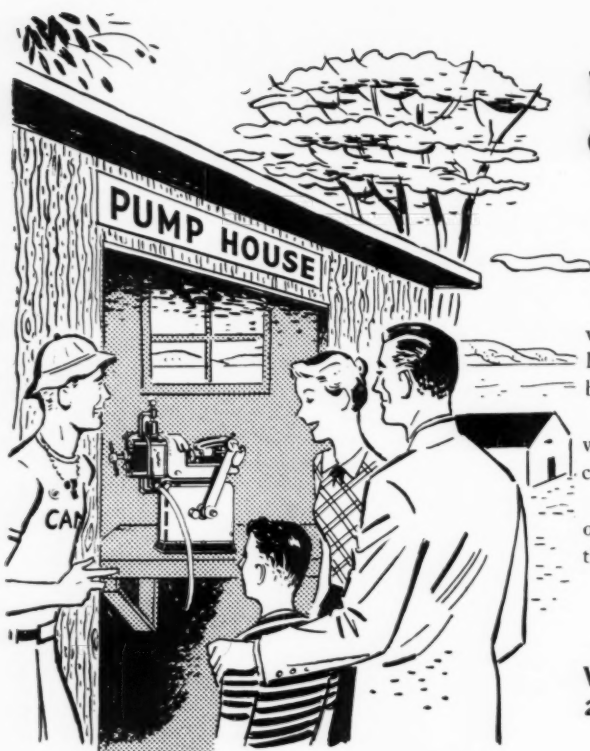
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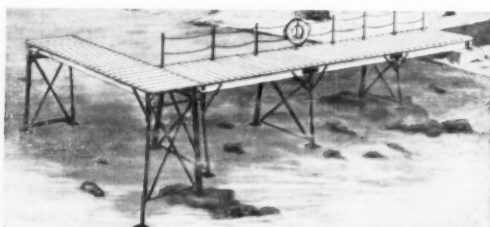
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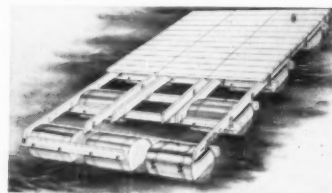
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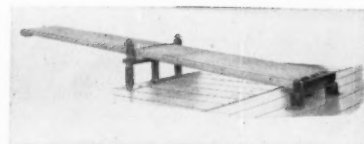
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Role Playing

a workable approach to better camp leadership

By Hedley G. Dimock

ROLE PLAYING in its simplest form is the acting out of a situation or problem. It is a way of practicing or living through a situation which is imagined to be real. Instead of talking about a situation and how you would handle it, you pretend that you are really involved in that situation and show what you would do.

For example, Kit mentioned at a unit meeting that he didn't know how to get Tony, one of his campers, out of bed in the morning. He asked if there were any suggestions about what he might do. The other counselors started giving suggestions. John, the unit director, suggested that Kit pretend he was Tony and the other counselors actually act out what they would do. In the setting of the unit meeting four counselors "tried to get Tony out of bed." This was role playing.

Major Objective

The major objective of role playing is to make problem solving more real. People are put into a situation and interact as if they were in a real-life situation. Once the people get really involved in the role playing situation they are not conscious that it isn't real. They react with their real, basic emotions — they may get angry, lose their tempers, or refuse to stop role playing. To them it is real. For this rea-

son it is sometimes called "reality practice."

There are two general types of role playing. One is structured, planned in advance and sometimes even rehearsed. The other type is unstructured and the dialogue is spontaneous. It more nearly resembles a real-life situation.

There are also two general varieties of each of these types. In one variety the participant plays himself and says exactly what he feels like saying. He reflects his own personality. In the other variety the participant is supplied with an attitude and must react as he would if he had that attitude. This variety resembles play acting as the participants are given descriptions of the role they are to play or are told how they are to feel about the other members and the problem at hand.

Camper-centered Camping

Why is role playing a technique that is helpful in camper-centered camping? And, what is camper-centered camping anyway?

Role playing is a way of gaining insights into your own behavior and the behavior of others. In training where attitudes and interpersonal relations are involved, it is useful as a technique for effecting change. A camper-centered camp is one that is interested in the campers as individuals. It is a camp where the

program is built around the needs and wants of the campers. The staff of the camp is primarily interested in helping each camper develop and grow in such a way that he may more fully utilize all of his potentialities. It is, then, the kind of camp that is interested in the insights and skills that role playing can help develop.

Many camp directors and staff have said that they would like to know more about how the other staff and campers feel and that they would like to practice better interpersonal relations but they don't know how to go about it. A basic principle of education points out that we learn only by doing—we can't learn something until we practice it. It goes back to the old saying that experience is the best teacher.

One of the ways in which we become better directors and staff is by practicing the things we want to do. This would suggest that certain skills and techniques are prerequisites for many of the things we want to do. Role playing is a technique that is most helpful in developing and running a camper-centered camp.

Role Playing in Staff Training

There are many uses for role playing in staff training. The use of role playing must be matched to the

objectives of the program but the following examples will give some suggestion as to the way in which it can be used.

Example A. In precamp training the counselors were having their duties outlined for them. The director and senior staff were trying to give them some idea of these duties and how they could be carried out most effectively. When the job of putting the campers to bed at night came up it was mentioned that this had been a problem in preceding years. There was some discussion about it and then one of the new counselors asked: "Well, just how do you put the kids to bed at night?" "What do you do if they don't want to go?"

The director pointed out that there was not any one way in which campers might be settled for the night. There were many different approaches and how good they were depended on how successful they were for the person who used them. What might work for one counselor might not work at all for another. The director pointed out, however, that, if some different ways of handling the situation were shown, everyone might get some ideas and begin to see what might work well. He suggested that some of the old counselors might show how they put the kids to bed and then, perhaps, some of the new counselors might try.

The role playing situation was set up with five counselors playing intermediate boys. The counselors were instructed to act as campers about to go to bed. Four of the old counselors, in turn, showed how they would put the boys to bed. Each scene lasted about four minutes.

After the four scenes the participants who had played the campers were asked to comment on how they felt when the different counselors had tried to put them to bed. They pointed out that they resented being told they had to get into bed, and didn't go, just to see what the counselor would do. They remarked that they liked being talked to as "men" and felt it was a good idea to get a good sleep to be ready for the big activities of the next day. These comments helped

everyone evaluate the probable outcome and success of the different methods.

Example B. Later in the precamp program the staff was discussing how discipline problems should be handled. The director broke into the discussion and said that he thought a demonstration might help to make the discussion more clear and concrete. He asked for six people to be in the role playing situation. Each of the six was given a slip of paper which described the

structed to replay the situation that they had seen and to take turns being the counselor. This took about half an hour. The director then said that each group would have 10 minutes to talk over the different ways of handling the situation. He asked that one person in each group keep track of the discussion so he could report back to the rest of the staff groups.

At the end of 10 minutes each group reported. They gave some idea of what had happened in the

"— a way of gaining

insights into your own behavior and the behavior of others."

role he was to play. One participant was to be the counselor and he was instructed to act just as he thought he would act in the situation if it were real. The other five were instructed to be campers.

One camper was instructed to get mad at another camper, to swear at him, and finally hit him. Another camper was instructed to pretend he was a "silly" camper and if anything unusual happened he would probably think it was very funny. The other three campers were told to act just as they would if they were campers in this situation.

While the participants were reading over their parts, the director set the scene for the role playing by saying that this was cabin C in the Junior Section eating dinner during the second week of camp. The demonstration started and after a minute one of the campers picked a fight with another camper. He swore at him and started hitting him. One of the other campers just sat there and laughed. Two of the others tried to stop the fight and one went right on eating his meal. The counselor sent the first camper from the table saying that he would see him later. Then he tried to settle down the other campers. At this point the director stopped the role playing.

There was a brief discussion of the whole situation. Then the director asked the staff to divide into groups of six. Each group was in-

role playing and what the group had seen as the implications for their handling of discipline problems.

Example C. During precamp training the staff anticipated areas of problems which they would like to work on and solve with their campers. They had heard a lot about democratic leadership and letting the campers help make the decisions but they weren't sure how to do it. This was one of the things they wanted to practice before the campers arrived. Role playing was introduced for this purpose in precamp and was continued throughout the summer as problems of this kind came up.

When role playing was used for this purpose, the staff was usually divided up into work groups of six. Each group was given a similar problem to work on and the members in each group received the same instructions as to the role they should play. Problems were created by giving members in the group different opinions on the same subject. If the situation was a cabin group deciding what it should do on a free afternoon each participant was asked to favor a certain activity so that there be differing opinions within the group. The counselor then had the task of working the problem out in a democratic way so that all the cabin group would be ready to participate in the same activity.

After the groups were quite used to this procedure they were given the chance to make up their own problems and decide on the roles they should play. They no longer needed help in getting role playing started.

During the summer different variations were as follows:

(1) Two work groups get together. One group plays out its problem situation and the other group observes. The observers either watch everything that is going on, watch one participant and analyze his behavior, or watch for one type of thing (was the problem clear to everyone, how did the participants react to what others had said, who was blocking, seeking recognition, etc.). The observers are often able to see things the role players missed and they are better able to analyze the behavior of the participants.

(2) Two groups role play the same problem. They then stop and figure out how the counselor could improve the problem solving procedure. One of the other participants of the group becomes the counselor and goes to the other group to try out the ideas his group has given him. Both groups, with a new counselor from the other group, again work on the same problem.

Another use of role playing in staff training is to help the group develop specific skills. The procedure could be that of A with the staff taking turns, or that of B or C with small groups practicing simultaneously. These skills are usually leadership skills. Life saving is practiced with a make believe victim and the participants learn life saving. Leadership can also be practiced and learned in a simulated "real" situation.

A final use of role playing in staff training is to demonstrate principles and content material. These role playing situations are of the pre-planned, structured type and may be rehearsed ahead of time. They are used like a movie—as a visual aid to learning.

—Part II, describing the uses of role playing in staff and camper relations and in program, will appear in the June issue.

By Harold D. Mahan
Naturalist
Camp Arbutus, Michigan

let's have

Nature Enthusiasm After Camp Too!

TOO OFTEN the reason for a good nature program at camp one year and a poor one the next is simply because many of the "real-interested" nature enthusiasts of the previous camping season have lost their enthusiasms during the winter months.

"Why does a camper lose this enthusiasms?" The reasons are many, but one way you can keep this eagerness burning from one camping season to the next is simply this: Do whatever you can to keep enthusiasm for nature alive during the period *between* camping seasons! The following are some suggestions which nature counselors and camp directors might use to meet this end:

1. During the camping season, keep a written record of the nature activities that interest campers. Think of ways that the "most interested" campers can carry on similar activities after the camping season at their own homes.

For instance, some of your campers become interested in learning about birds during the camping season. Make a note to send those who were real interested a list of foods birds eat in the winter. You might send a list of interesting bird books to the parents of those campers who were very interested, with the suggestion that one of the books would make a good Christmas present.

2. Keep a record of the collections your campers make. Send them a note reminding them of such



Camp Arbutus

things as adding moth balls to their insect collection, elaborating their leaf collection with leaves from trees in their area, etc.

3. During the summer, tell your campers that you will be glad to answer any questions you can for them after camp is over. Give them your address, and *be sure* you answer their letters!

4. Write your "interested campers" a few weeks before camp and ask them if they have any suggestions for the nature program during the coming summer. Let them know that you *want them* to be a part of your program. This will enable you to plan your program according to their interests.

These suggestions are only a few. You can probably think of many more that will be just as effective. The important thing is in making your campers aware of the fact that *your* counseling service does not end with the camping season. It actually takes little time to carry out any of the suggestions above. The "notes" mentioned in the suggestions could be nothing more than post-cards and still be effective in renewing your campers discarded nature interest.

If a carry-over method of keeping enthusiasm alive is followed, you will find that the problem of instilling interest in nature at the beginning of the camping season will be greatly eased and the returning "still-interested" camper will spread enthusiasm for your program throughout the camp.



Camp Oconto

By Eanswythe Rowley Flynn

CAMPING FOR THE five-to-eight-year-olds is certainly with us, whether we condone it or whether we belong to the school that takes the dim view of this subject. For those camps which include a Junior Section, it is one of the most important phases of outdoor living. It has to be important, simply because these are the formative years, when a camping experience can remain in the young mind as something desired for life, or as another thing, to be feared and avoided at all cost.

For this age group, camping seems to be gathering new impetus both in the United States and Canada. We have very good reason to believe that the next decade could see our camps for Juniors tripled in number. If this should be the case, however, let us hope that campers will be accepted only when they are ready and eager to go to camp; never under protest or at the insistence of parents alone.

In the meantime, it is our responsibility to make this phase of camping a truly happy, healthy holiday. It is our responsibility to see that it is safe, that it is carefully supervised. After all, we are dealing with very young children who are as unpredictable as the day is long, and whose curiosity leads them off at a great rate of speed in any given or un-given direction.

So it behooves us to take an intelligent look at the camp site, living quarters, program and counselor calibre we intend to present to our youngest citizens. Are living quarters scaled to their size? Is program geared to their simple needs and short-term endurance? Are counselors the kind of people who are alert to the hazards as well as the joys of this specialized work?

That Junior Camping rates special attention is a recognized fact. That it need not be elaborate is something we discover after an experience with youngsters in any country setting. Young children love simple camping in the outdoors. In fact, if we could give them primitive living they would be perfectly happy. But, in the interest of common sense, that is out of the question, so they must be housed in an area safe, comfortable, and above all, camp-y, supervised by counselors who are mature enough and alert enough to be aware of the continual needs of their charges.

Cabins

A counselor in Junior Section should not have more than four campers in his or her charge. Four trunks to pack and unpack and four beds and surrounding territory to help keep tidy present a challenge to the sturdiest among us.

Camping for 5 to 8's

Broad, screened windows, low enough that the camper can easily look outside and with shutters constructed so that they close easily on the inside make cosy living for these small fry.

In choosing beds, double bunks may be fun for older boys, but for all youngsters below the age of eight, single cots minimize the hazard of broken bones.

Sleep and Rest

Because this age group needs much more rest and sleep than the older ones, the whole section should be a place of afternoon quiet until three o'clock when activities are resumed—no reading, no letter writing, no coloring books. Rest hour after the mid-day meal calls for actual sleep, in bed, under a cover. It is astonishing, actually, how many of them do sleep; and it is easy for counselors to encourage it by walking on tip-toe, by speaking in whispers when they must speak to the campers.

For older campers, night time is a time for talking and giggling, and on occasions, for an escapade or two. Not so for Juniors. The dark is so dark, and the still so still, that the slightest noise, if unexplainable, can be most alarming. So before they go to their camp cots for the first night, the wise director takes time to tell them what they

Camping Magazine, May, 1956

"it presents its own challenge"

might hear after dark: the cry of the loon, the whippoorwill's call the owl's hoot, the thump-thump-thump of porcupines, the fall of pine-cones on the cabin roof.

It goes without saying that warmth through the night is of utmost importance. First, a comfortable spring and mattress fosters sound sleeping. Then, three thicknesses of blankets for northern nights, with plenty of extra blankets on hand when night temperatures take a sudden drop, as they so often do.

Trained counselors will make the rounds after campers have been asleep for about an hour, to see that each child is under cover. Another inspection before counselors go to bed themselves gives further assurance that all is well.

Put Juniors to bed with sweaters on, as well as socks, if they want them. Some youngsters, just as some adults, feel the cold much more than others, but will never admit it. If *everybody* makes a game of wearing socks and a sweater, no one will feel "different" or "queer" by having to ask for extra clothing or covers.

Counselors

Those who are in charge of Juniors are, indeed, specialists; they are not psychiatrists or pediatricians, but rather they are a very

special type of counselor. A doctor and nurse are vital parts of the Junior staff, of course, and should take full responsibility for diagnoses and treatment. The counselor works very closely with them.

In order to do their best work and to give campers the finest camping experience possible, counselors for very young children must love this age group, be amused by their antics, sympathetic to their thinking and young reasoning. They must be willing to be on their toes 24 hours of each day and night for six or eight weeks—ever alert to the cry or call of distress no matter whose, no matter when, be it mid-afternoon or three-ish in the a.m.

As to the age of counselors: the younger the child, the older the counselor is a safe rule. Depending on the person, from age 20 is satisfactory. Young teen-agers may be capable of having a tremendous amount of fun with small children, and they do; but they haven't quite acquired the judgement which tells them when or how to quiet the group. A more mature person is, usually, skilled in this art. Older people, perhaps certain married women who have brought up children of their own, will have a steadying influence and can make a great contribution to the section.

These people will be alert to signs of illness, too. Such symptoms

mean something to those who have had experience with children; they will be reported to the doctor or nurse at once, and so save what could be a serious complaint. To do so is not to be over-cautious, but rather to be sensible in one's dealings with the small children of other parents.

Safe Swimming

Swim-time gets an A-1 popularity rating in the Junior Section. It is also a time when youngsters can be very unhappy and uncomfortable if counselors do not guard against it. Perhaps a camper has had a frightening experience in the water before coming to camp. Swim-time will, in that case, bring naught but tears if kindly counselors do not use the utmost patience and tact in re-orienting this swimmer as gently as possible. Days may pass by before the child can gather enough courage to make that first splash. When that time does come, it has been a triumph for the counselor, and that patience and tact may result in a star swimmer in years to come.

In the water, one counselor to every two children is none too many. They need individual attention, and require watching, especially for signs of cold. The minute the lips start to turn blue, the minute they "go duck bumps all over," the minute they start to shiver, they should be gently but firmly removed from the water with every reassurance that they will be back in again in so many hours (the time of the next swim period.)

For waterfront activities, all Juniors should:

- ... wear bathing caps at any time they are in the water.

- ... wear a beach jacket or beach towel to the swimming area, to be wrapped around them as soon as they come from the water.

- ... be escorted to their section at once, one by one if necessary, to get them out of the wet bathing suit and into dry clothes immediately.

- ... be given a brisk rub-down after each swim.

- ... never be taken on picnics in boats. Save that for another, older camp section activity. Let them look forward to that.

- ... be taken for short boat rides

only, and in row boats, two campers, two counselors to a boat with one of the counselors rowing. This gives a maximum of protection to the counselor and to the camp director should an accident occur. It's surprising to see such contentment with even these seemingly short jaunts.

... always wear life jackets in boats; and this goes for all campers who cannot swim.

... never be allowed in canoes.

Program

This phase of camping for the youngest campers bears no resemblance whatever to that in any other part of camp. It must be flexible enough to change with the weather and the whims of the children. It must be relaxed enough so that the children are never overstimulated or fatigued at any time. It must always allow children to move at their own pace.

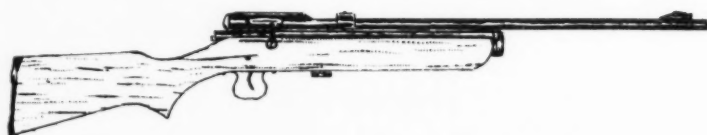
Each day has its own routine activities, of course. It will include, too, organized activities: swimming, boating, crafts, or any other activities which affect the entire camp picture. Beyond that, fun and games at this time of life, while seemingly planned, should be ever ready for change.

In all Junior activities, alternate a stimulating program with one that is quiet, and always prepare a quieter, more relaxing activity for the hour between the evening meal and bed-time. Thus we can send our campers home in a better state of health than when they arrived at camp.

Yes, Junior Camping is different. It presents its own challenge . . . a challenge that lies in the creation of a happy, congenial group of children who look forward to each day as if it were a party. If that has been accomplished, if children have learned to tolerate and love their neighbors, if they want to come back to camp next year, then they have enjoyed their first successful camping experience, they have taken their first lessons in good citizenship.

Mrs. Flynn served for seven years as head of the Junior Section of Camp Oconto, Sharbot Lake, Ontario. At present, she is Executive Secretary of the Ontario Camping Association.

Try Riflery



for handicapped campers

THE ROTARY Sunshine Camp is a handicapped camp sponsored by the Rochester, N. Y., Rotary Club. During the 1955 camping season 47 types of arrested physically handicapped children attended camp.

With this slight introduction to our type of camp, one can appreciate that we are constantly on the lookout for new and beneficial activities for these youngsters. . . . beneficial not only from the emotional standpoint but also for a therapeutic value.

In revamping the program within the past few years, we decided that riflery should lend itself very well to our youngsters and to the camp program. So with the help of the Crosmen Arms Corp., a rifle range, according to the NRA standards, was set up in the basement of one of our buildings. The Crosmen Pellet gun was used.

The program took hold immediately and all campers became very much interested in our small range. Girls became just as interested in this activity as boys. Every camper was given the opportunity to attend classes which covered safety, handling of guns, sighting, scoring, care of equipment, and other phases of riflery.

The NRA award system was put into effect and many of our young-

sters were able to achieve awards throughout the summer. The rifle range in the basement has been improved, and it is our hope that soon we will be able to have an outdoor rifle range where we can have a much more efficient program and handle more of our handicapped youngsters.

The program has been extremely good for these youngsters for it is the type of activity that every one can take part in regardless of the individual handicap. Even youngsters with limited use of upper extremities were able, with some help, to shoot at the target. Wheel chair cases looked forward to the activity, for it was the one physical activity in our program that they could enter into. In many cases these campers proved to be better marksmen than normal youngsters.

This is a fine activity which proves to be one of the least expensive and best liked by campers. From the health point, we like it because youngsters who wouldn't be able to exercise certain parts of their body do it because of a desire to accomplish something. Riflery will in a short time be one of the biggest activity periods at the Rotary Sunshine Camp for handicapped campers.

—Henry DiClemente
Director

School Camp —

outdoor laboratory for enriched learning experiences

George W. Donaldson and
Hope A. Lambert

Tyler Public Schools, Tyler, Texas

SCHOOL CAMPING is a lusty youngster. Whereas there were only a few school camps 10 years ago, today there are more than 200 school districts which offer some sort of camping experience. But school camping, like any lusty youngster, has already tended to confuse ends with means. The only justification for schools offering camping experiences to their youngsters lies in the fact that the outdoors offers educational opportunities not found in the classroom.

It follows, then, that the activities in which children engage in a school camp should be directly related to the school experiences of these same children. There is serious doubt that a standard camp program, the same activities for each and every group of children, with only seasonal variations, can meet this criterion. Nor can a purely recreational approach be justified.

Educationally, there is no difference in a teacher and children leaving the classroom to go to the school's library or science center—where experiences not afforded by the classroom can be had—and in their going to the outdoor labora-

tory, the camp. There is no more reason for taking a group of children into the outdoors when they have no specific purposes of their own for going than there is for taking a class to the library just because the school happens to have one!

Objectives Defined

No new educational medium has ever had a more clear-cut statement of its objectives so long in advance. For 25 years L. B. Sharp has preached the principle:

"Things which can best be taught in the outdoors should there be taught."

This principle is as sound today as when it was first propounded. It should form the first criterion for selecting school-camp activities.

If school-camp activities are to be so directly related to the ongoing curriculum of the school, then the first step in deciding the outdoor program for a particular class must be that of asking, "What experiences are these children ready for?" Obviously this question cannot be answered without probing into the experiences the children have already had and then asking,

"What things can we do in camp which will add to, enrich, and reinforce these learnings?" The school camp program then comes into proper focus.

School-Camp Principles

The following set of principles is offered as a basis for the relationship between a classroom and its outdoor laboratory, the school camp:

1. The school camp is best conceived as the laboratory where teachers and children go to learn about those aspects of the outdoors which cannot be learned in the classroom.

2. An intimate relationship must be maintained between the classroom's aims and subject matter and the experiences offered by camp.

3. Teachers and children will need help from the camp staff in planning for their camp session. Such help should take the form of consultation rather than dictation, because the camp exists to help the teacher and children meet *their* objectives.

4. The objective of cooperative pre-camp planning should be that

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of a hand-tailored program for each class, precisely fitted to their educational experiences, needs, and aims.

Pre-Camp Planning

In the Tyler, Texas schools the children, teachers, and camp staff go through the following steps in preparing for each school camp session.

The teacher sets the stage for a teaching unit which will lend itself to the outdoors. Several weeks before camp she may place nature pictures on the bulletin board, or tell stories with nature settings. Whatever the present unit of study, some parts of it can point the way to a natural science unit. The teacher aims to generate questions of general interest and then guide the children as they choose a specific unit such as forestry, weather, soil conservation, or wildlife.

The class secretary may write the suggested subjects on the blackboard. The boys and girls may choose one particular phase—such as weather—and various committees and individuals work on weather instruments, clouds, air pressure, weather predictions, etc. Or one or two committees may make a report on weather, another group on soil conservation, thus sharing with each other a larger picture of the outdoors.

Application of the three R's, plus social development, is the result of this group work. The children may give oral and written reports, make attractive and informative bulletin boards, or tell their story through posters and murals.

One committee may decide to contact a resource person, such as an Agriculture teacher, if they want to know more about farming and soil conservation. They can practice writing business letters requesting printed materials. The search for information naturally gives the children more contact with the vast offerings of the school and public libraries.

With 30 inquisitive minds at work, many questions arise which cannot be answered in the classroom. So the boys and girls keep a list of questions that can best be answered later during the outdoor laboratory period. These questions are the main guide when the class



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starts scheduling camp activities. Also, the camp staff can see in black and white what the class is seeking and be prepared to give better guidance before and during the camp period.

The camp staff assembles a folder of specific aids for the teacher to help her prepare the children for the regular camp routines. This packet contains cook-out menu suggestions, food price lists, letters for parents, table service diagrams and responsibilities, health inspection sheet, program ideas and banking materials (checkbooks, deposit slips, and balance sheets). The camp staff and teacher "go over" these teaching aids together in a private conference, giving her a chance to ask questions and receive suggestions as to ways she can utilize this information to the fullest extent.

After consultations with the teacher, the counselors visit the classroom. This briefing period is aided by a large chart tablet which describes the steps in getting ready for camp. The counselor points out the steps to follow in making definite camp plans, but the teacher and the class work out the details later. The large handbook is left in the classroom so the children can leaf through and digest its contents at their leisure.

How Program is Planned

Step 1 is to decide why go to camp. The first aim will naturally be to find the answers to questions concerning the Science unit. After familiarizing themselves with the camp routines, other aims—such as learning to live with others, being independent, following instructions, etc.—are mentioned. After all these aims have been listed on the blackboard in the children's own words, they set to work combining ideas, looking for repetitious statements, and making the final draft of specific aims. Thus, language, vocabulary and spelling are not being neglected.

After listing the aims at the top of a program board furnished by the camp, the class starts to think of activities that will best carry out the aims. They can get help from the teacher and from ex-campers, refer to descriptions given by the counselor or the large handbook, or draw on their own experiences.

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They will be sure to include activities which relate to the unit they have started in class. In order to be democratic, most groups list all the possible activities and the ones getting the most votes are placed on the program board. The counselor can usually be of last-minute assistance if he drops by the classroom about two days before the class leaves for camp. He may spot minor program changes which will make the week more profitable.

Once or twice during the week in camp, the group will take about 30 minutes for a check-up session. They want to find out if their aims are being accomplished and share with each other some things they have learned. Most of the learning experiences they mention during these "round-up" sessions could only have taken place in an outdoor setting.

Learnings Go Home

As the children board the bus for home, they are leaving the physical camp site—the outdoors—but their mental and spiritual beings have stored away experiences which remain with them. The children will want to share their "fun while learning" experiences with others through plays, skits, puppet shows, written reports, letters, art work, displays and exhibits. Some classes prepare a booklet which contains their pre-camp work on the natural science unit, arithmetic related to camp (cook-out plans, checks written at camp and bank statements), new vocabulary and spelling words, snapshots and a description of responsibilities and jobs they had while at camp. Parents are surprised and pleased to see that Junior's time in this strange outdoor school was well spent and that he did not neglect reading, writing and arithmetic after all.

Teachers say that camping is an ideal way to set the stage for the next unit. Annual rings on a tree stump have been the send-off for a history unit. United States Geography has grown out of a forestry study which included national forests and parks. After doing farm chores, one class wanted to know more about the food in other countries, thus starting a study of World Geography.

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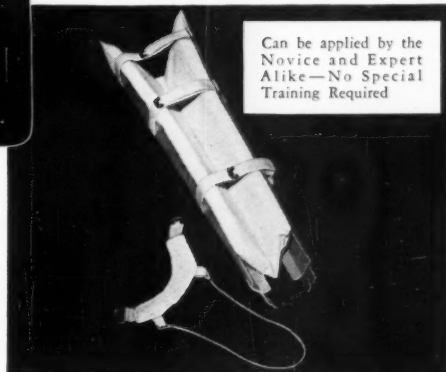
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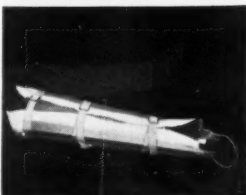
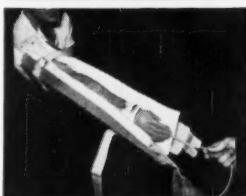
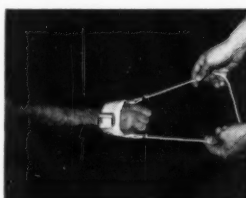
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Food Prospects for 1956



By **Mary B. Wood**
*Extension Home Economist
in Marketing
Cornell University*

SUMMER camp operators can look forward to plenty of food this season.

Meat supplies are large. The higher grades of beef will make up as much of the beef supply as they did last year—maybe more. Remember that Good and Commercial grades of chuck and round are suitable for ground beef. They provide more lean meat per pound at a lower cost than do Prime and Choice Grades.

Pork is expected to be plentiful during the summer. We can expect a little less veal and about as much lamb as usual between now and fall.

If you plan to buy meat for the freezer before your camp opens, keep in mind that bargains in veal and beef are customary in the summer. Traditionally, pork and lamb advance in price seasonally in the spring—often in April. You may want to watch prices and order your supply early.

Poultry Outlook

Poultry lines up well. You may want more broiler barbecues than ever this summer—record numbers of these tender birds are expected. With favorable feed prices and large numbers of birds, prices are not likely to advance. Broiler prices no longer show a dip in June and July—but reflect the number of chicks started about three months previously.

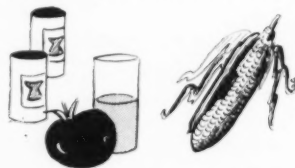
Turkey growers expect to produce record flocks this year. The 1955 crop was smaller than the previous year and prices were higher.

You may want to wait until summer to buy most of your turkeys this year—the new crop may increase the summer supply. But it will pay you to watch prices—normally they rise in the summer and you may want to buy a few birds for July meals ahead of time.

Hens are continuing to lay more eggs per bird than in the past. Although the laying flock may be a little smaller than last spring, we can expect about as many eggs. Egg prices usually rise in the summer; however, eggs remain an economical protein food for breakfast, lunch, or supper.

Dairy Products

The milky way is bright. We can expect plenty of milk, cheese, and other dairy products this year. You



may find that you can get a discount on your milk bill by purchasing fresh milk in large containers. Non-fat-dry milk solids usually cost less in large containers than in small ones. You will want to compare prices to find which is the best buy—50 or 100 pound bags or cases of 24 packages. The case lots may be in 1-pound units—which make 1 gallon of reconstituted milk—or in smaller amounts. To compare costs, remember that: 50 pounds yield 50 gallons; 24 1-pound units yield 24 gallons; 24 13-ounce units yield 19-1/2 gallons.

Cheese is versatile, and popular with macaroni, as Welsh rabbit, for toasted sandwiches, and for stuffed hot dogs. The sharper flavored, longer cured cheeses are more expensive than the mild ones. You can season cheese dishes with mustard to give them tang.

Now is the time to plan your summer menus; then you can decide on your orders of canned foods and staples. Buying the right amount for the season saves money and is convenient during the busy camping season.

Canned poultry and fish are standbys for many meals, and we

Camping Magazine, May, 1956

have good supplies of poultry and the tuna pack was large.

Frozen fish supplies change with seasons, but you can watch for bargains in easy-to-cook fillets and steaks. Ocean perch, cod, haddock, and flounder are the big four in stock at the beginning of the year. At that time, shellfish made up almost one quarter of the total supply. Shrimp, lobster tails, and scallops were the big three. Fish sticks have grown in popularity, too.

We have more fruit and fewer vegetables in cans this year. There are more canned applesauce, apricots, peaches, and pears than last year. And we have more tomatoes, tomato catsup, green peas, asparagus and pumpkin and squash to enjoy. Supplies of sweet corn, green and wax beans, sauerkraut and carrots are below last year's.

Freezing food is bigger business this year. The big increase in frozen foods is in frozen prepared heat-and-eat dishes—pot pies, fish sticks, potato products, and the like. We have about 10 per cent more frozen vegetables than the 5-year average,

though fewer than in 1955. We have above average supplies of snap beans, peas, lima beans, and sweet corn, and about normal supplies of frozen spinach and brussels sprouts.

Although we had more than average amounts of frozen juice at the beginning of the year, supplies were below last year's. However, frozen orange juice supplies were above last year's. We have about 1/4 more strawberries, and 1/5 more peaches than a year ago, and nearly twice as many frozen apricots.

Fresh Fruits and Vegetables

Watch for locally produced fresh fruits and vegetables. When fruits and vegetables are in season, they may cost less and have a better flavor than shipped-in ones. Sweet corn spells corn roasts; apples are handy for canoe trips or hikes; peaches are popular at mealtime; blueberries are easy to store and good for out-of-hand eating. New potatoes are popular cooked whole in salads, and campers who wrap potatoes in foil enjoy their roasted goodness.

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Here's a new, safe, electric tool that will help make wood craft one of the most popular, entertaining and educational of all your camp activities.

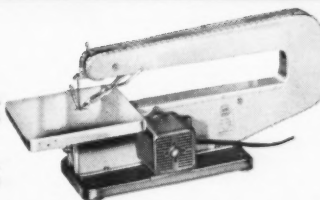
Youngsters, boys and girls alike, easily get discouraged and lose interest when using hand coping saws. BUT—give them an electric jig saw and they thrill with enthusiasm. With a new light weight, portable Moto-Jig Saw, you can set up shop in your dining room, recreation hall or outdoors on

a picnic table. Regardless of weather or time of day, you can keep your campers busy with this new exciting hobby. Parents will endorse this creative activity whole heartedly. Dremel Moto-Jig Saws are equipped with a SUPER SAFE BLADE GUARD which eliminates all chance of finger injuries. Safe — even for youngsters of Cub Scout age. Easy to operate, requires no maintenance. Cuts 1 3/4" wood. Complete with ROTARY MOTOR.

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MODEL 8
(8" THROAT. Wt.
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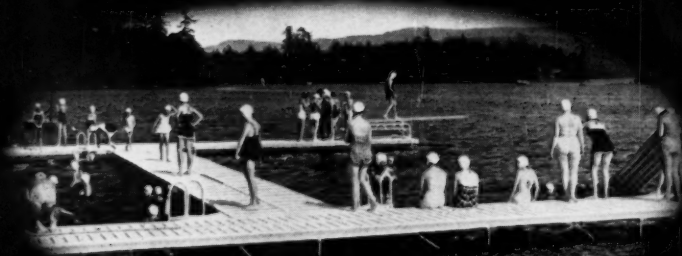
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NEWS

A Look Ahead And Its

By Hugh Ransom
Executive Director, ACA

I welcome this opportunity to "look ahead" with you toward the future of the American Camping Association and the Camping Profession with great pride:

Pride in the American Camping Association, which is growing in stature and effectiveness.

Pride in the significant contributions made by so many of you.

Pride in our Board of Directors, our President, our Past Presidents, and our Section officials.

Pride in the progress of our new Headquarters Project, but particularly in the wonderful work, efforts and contributions of so many of you.

Pride in the growing respect and acceptance of the American Camping Association by the office of the President of our United States, Government Bureaus and Departments, National Agencies, Foundations, the National Social Welfare Assembly, corporations, educators, religious organizations, parents and the public in general.

We cannot become complacent about the progress that is being made. We need to consolidate our gains and extend our goals—that is, provide "Better Camping for All" and greater service for all organized Camps.

Nine Aims

We see the following areas of emphasis for all of us—individuals, agencies, churches, schools, Sections—to join with the American Camping Association to improve the status of organized camping as a profession, in order to offer rich, healthful, happy, educational and spiritual experiences for children, youth and adults who attend our camps:

1. We need to take a more active
Camping Magazine, May, 1956

ROUND-UP

—ACA's Needs

Accomplishments

part in better training of Camp Personnel through:

Section leadership courses and institutes held in camps.

College and University Camping Courses and Training Camps.

Conservation and outdoor education organizations.

Cooperative efforts between Sections of ACA and Welfare Councils, City Recreation Departments, Naturalists, U. S. Forest Service, National Park Service, Audubon Society, American Red Cross, National Agencies, and others.

2. We need to take a more active part in legislation affecting camping. We need to survey the regulations affecting camping in state and local statutes. In some instances, these rules, regulations or laws are not adequate or appropriate. We have a responsibility to work closely with State Departments and legislators.

3. We need to implement our Day Camp Standards and to develop and implement standards for Family Camps, Travel Camps, short-term camps.

4. We need to take a more active part in Conservation efforts throughout the country, in camps particularly.

5. We need to provide more services to members of the American Camping Association—Publications, Guides, Newsletters, Studies, Directories, Staff Placement and Camper Placement services, audio-visual information and materials.

6. We need to provide consultation service to individuals, camps, and organizations who request help with their problems and concerns of camp site selection, facilities, program, etc.

7. We need to complete and effectively use the New ACA Headquarters. We anticipate expanded service through this facility; already

we have experienced a greater service output by moving to a woods environment from a metropolitan center.

Our new location has proved in a few months to be a "good move;" phone service has been good, transportation and purchasing office supplies present no major problems, printing costs are lower, mail service has been satisfactory.

Our aim is to have the new Headquarters completed by June 1st. The Dedication Ceremony is planned for October 21, 1956. We invite all of you to attend this important occasion. We also extend an invitation to all members and friends of ACA to visit your New National Headquarters when in the vicinity of Bradford Woods.

8. We need to interpret the values and standards of organized camping to the public—not just during Camp Week (May 1-7 each year,) but continually. In recent years we have been saying that organized camping provides a creative educational experience. John W. Stuebaker, former Commissioner of Education, U. S. Department of the Interior, said in the early forties that "Camping has served to give a new meaning to education, lifting it from a cloistered world of theory into one of realism and every day experience. Camping has operated as a liberalizing and progressive force in American Education." Let us make sure that every camp provides a creative educational experience for their campers and staff.

9. We need to insure the practice of real democracy in camps and in every part of our Association—interculturally, interracially, interfaith, as well as in methods of operating camps and the American Camping Association.

George Bundy, Dean of the Faculty of Arts and Science at Harvard, recently said, "The excellence of Harvard is not in the first instance a product of its financial resources. Fundamentally its resources are the reward of its excellence."

The camping profession and the American Camping Association have grown in stature in recent

(Advertisement)

Camp Management News

New 7 Dread Disease Benefit

"This is really news—a 'first'—in the history of the camping industry," enthusiastically exclaimed Edward A. Kenney, a member of the American Camping Association. "Not only Polio, but also Cerebrospinal Meningitis, Tetanus, Scarlet Fever, Diphtheria, Smallpox and Tularemia now are generously covered to special limits by the latest in Campers' Medical Expense Policies."

ONE "BIG ONE" HURTS

"It takes only one of these savage dread diseases to strike down a youngster, or a staff member. Just one of these diseases can mean the difference between profit and loss for an entire season. But now," smiled Mr. Kenney, "the camp director is able to arrange for the best medical care, with no worry about who will pay the bills."

Immunization Isn't Foolproof

Even today, with improved methods of diagnosis and "wonder drugs," immunization is not always foolproof. If vaccines fail to "take" or a series of shots is incomplete, or the effectiveness of an injection wears off, a person unknowingly may be vulnerable. And in the case of Tularemia (Rabbit Fever), there is no known advance immunization against the disease.

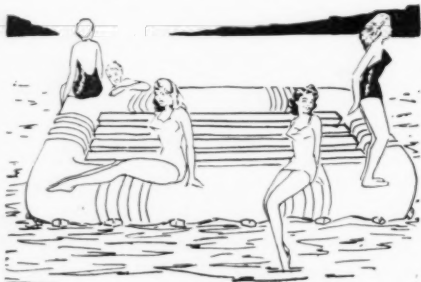
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years. Much has been accomplished and we are proud of our advancements. However, we cannot and will not be complacent and satisfied with the progress that has been made. The efforts of every member and official of the American Camping Association are needed. It is your Association.

Regional Conventions Planned for 1957 by ACA

The year 1957 will see seven regional conventions held by ACA, under the Association's plan of taking the convention to the camping world in odd-numbered years. First started in 1947, the odd-year-regional plan has achieved much success in bringing the benefits of conferences to many camp executives who feel unable to attend national meetings. Regional conventions so far scheduled for 1957 are as follows:

REGION I—Feb. 7-9, Hotel Statler, Boston.

REGION II—March 21-23, Hotel William Penn, Pittsburgh, Pa.

REGION III—Jan. 31-Feb. 2, Deshler - Hilton Hotel, Columbus, Ohio.

REGION IV—March 13-17, Florida Methodist Youth camp, Leesburg, Fla.

REGION V—March 6-8, Jefferson Hotel, St. Louis, Mo.

REGION VI—April 4-6, Association Camp, Estes Park, Col.

REGION VII—Feb. 25-28, (hotel not known at press time,) Portland, Ore.

Administrative Forms Available

According to ACA standards, every camp should have "written personnel policies covering such matters as remuneration, time off, written job descriptions . . . etc." To aid camp directors in preparing such manuals, ACA has recently published a new booklet called "Camp Administrative Forms and Suggested Procedures in the area of Personnel."

This is excellent material for both new and experienced camp directors. It gives an outline of suggested minimum content of such a

Camping Magazine, May, 1956

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manual. It covers in detail how to develop job descriptions, the staff agreement or contract, medical examination forms for staff, staff appraisal, and staff application and reference forms.

Incorporated into the booklet are each of the personnel forms already prepared by ACA and available from them, together with details for ordering.

This latest ACA publication is available for 35¢ from American Camping Association, Bradford Woods, Martinsville, Ind. It is hoped that additional series of Administrative forms in the areas of business, program, public relations, campers and health and safety can be prepared soon.

Cast Your Vote

This month ballots will be mailed all ACA members for their vote on special ACA dues categories for multiple camp operators. Be sure to voice your opinion on this important question and return your ballot promptly to ACA.

Membership Memos



Need some new ideas about program? Join the ACA and get the June Program issue.

Camping Magazine, May, 1956



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The full 3 1/2-inch diameter reflecting type astronomical telescope that even the telescope makers talk about.

It has been sold for more than 16 years and now is on display in at least three U. S. planetaria. It will show mountains and craters on the moon, Saturn's rings, Jupiter's four moons and the planet's markings, and close double stars with guaranteed observatory clearness. Skyscope enjoys worldwide distribution.

Every instrument, with its 1/4-wave, aluminized mirror, is individually tested before being packed for shipment. We suggest that before buying you inquire at almost any local astronomy society about the efficiency of Skyscope. 100% American-made.

We invite your attention to our free and straightforward descriptive brochure which also shows a photograph of the individual parts used.

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Gentlemen:
Please send me a Free sample of Downyflake Mix and valuable camp baking folder.

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CM-5

Building Fund Progress Report

By Ray E. Bassett
Building Project Director

WE CAN NOW report, as of April 15th., that your contributions to the NEW HOME for ACA are literally taking shape in concrete, stone and wood. The building contract has been let and work has begun. Foundations are in and super-structure framework is well along. It is expected the building will be sufficiently advanced to permit moving our office equipment and staff into the new National Headquarters in June.

All this is being made possible because of generous subscriptions and splendid cooperation from the entire membership. New contributions are continuing and prompt

payments of pledged subscriptions, as they become due, are being made. With this continued interest in the months ahead, we should accomplish our dream in true ACA fashion.

As is usually the case with construction operations of this kind, additional items of expense, including new ideas of better construction and expanded service, continually creep in to increase previous estimates. Ours is no exception. We had rather expected this and had made tentative allowances in figuring our building project budget as the campaign progressed.

Partly because of this and partly

since many members who had not as yet subscribed to the Building Fund had expressed desire to have the campaign continue throughout the coming summer season, the campaign will be kept open. Many camps, which have not as yet contributed, want to do so. Many camp operators want to put the Junior Shareholder plan into effect this coming summer. These camps will be given an opportunity to assist in this manner.

What is the Junior Shareholder plan? It is simply this. Every camper, counselor, and staff member in your camp is invited to have a share, however small, in support of the American Camping Association by contributing to the new National Headquarters Building Fund. Even though individual contributions average only a fraction of a dollar, when added together they will make an effective amount. When the contributions of all Junior Shareholders of all camps are

Additional Subscribers to Building Fund not included in previous issues

ONE HUNDRED CLUB SHAREHOLDERS

(Contributions and pledges of \$100 to \$200)

Camp May Flather

Indian Lake Camp

Mac-Do Lodge

Camp Greenbrier

Camp Leelanau for Boys

Trinity Church Association

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Camp Canadensis, Inc.
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Chestnut Ridge Camp
Hiawatha Crosslin
Camp Cullen & Camp
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Portland, Oregon Area
Council Girl Scouts
Nancy A. deGroff
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Calvin Hale
Wilson Harris
Camp Hastings & Camp
Rodney Kroehler
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Dorothy P. Hilliard

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of Minneapolis
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Camp Joslin & Clara Barton
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Mr. & Mrs. Warren L. Kirby
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Jerome McDavitt
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Camp Mohawk in the
Berkshires
Camp Munsee
Janet L. Murray
Charlotte P. Nash
Camp Nelson Dodd
Camp Newaygo
Ann Nygaard
The Ohio Society for
Crippled Children, Inc.
Camp Onaway
Elizabeth Owen
The Camp Fire Girls Council
of the Ozarks

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Camp Texlake
Catherine Thompson
Camp Timberloft

Camp To-loa
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Portland Council of
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University Camp Associates
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Conference
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Emil Nathan
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totaled, their share in the ACA Home will be substantial. It is hoped that we will have many more thousands of Junior Shareholders. Special enrollment forms to be filled out will be sent to any camp upon request. These forms, when returned to ACA with a check for the total camp contribution, will then be bound with others in a permanent record display.

How do you tell your campers about this plan to get their interest? One camp director replies in this manner:

"At our camp I told each group separately that we had a better camp today because of the American Camping Association. For 45 years this Association has been

helping all the camps in America. We are safer, better protected, have better standards, better counselors, better programs, better food—everything that we have at camp is better today because a camping association has been working to make camping better for boys and girls.

"Now the Association is building a headquarters where it can better serve the growing number of camps and campers in the country. Since we have benefited from it and will continue to benefit from it as a camp, we should have a part in it. Our camp as an organization has made a contribution, but there is also an opportunity for every camper and staff member here to have a part as a Junior Shareholder. All

who become Junior Shareholders will sign the record and have their names included in the permanent record book of shareholders."

The total amount subscribed to the project as of April 15th was \$61,760.23. The total number of subscribers was 1130. Many of these were subscriptions from camps, representing a large number of contributions from campers and staff personnel.

Your help is asked in the closing months of the campaign to give greater emphasis to small contributions in an effort to get a much broader participation in number of contributors. No contribution will be too small or too large. Your continued interest is urged.

Day Camp Standards in Pamphlet Form

Day Camp Standards for ACA member camps, approved at the annual business meeting last February, are now available in pamphlet form. Send 10¢ for each copy to American Camping Association, Bradford Woods, Martinsville, Indiana.

Booklets of interest to Camp Leaders

"What is Camping" is an interpretation of camping written by C. Walton Johnson of Camp Sequoyah, Weaverville, N. C. It would make excellent promotion material for all camps.

The four-page folder is available to all camp directors as follows: 10 copies for \$1.00; \$7.50 for 100. Write C. Walton Johnson, Box 3, Weaverville, N. C.

How should a pool be planned in regard to the kinds of activities which will be held there? How should a site for the pool be selected? What size should the pool be?

These are a few of the basic questions on swimming pool planning, design and construction which are explored in the National Recreation Association publication "Outdoor Swimming Pools," written by George Butler, Research Director.

The 20-page booklet can be secured at 75¢ each from the Nation-

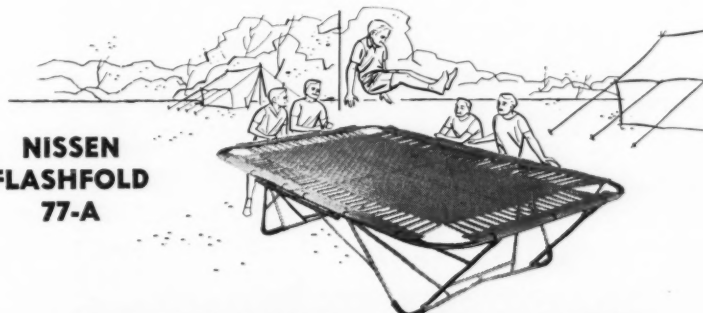
al Recreation Association, 8 West 8th St., New York 11, N. Y.

"Canoe Trips in Canada" lists some of the principal canoe routes in various parts of Canada. Starting and finishing points, length, rivers

and lakes used are all described.

The booklet is published by the Canadian Government Travel Bureau and copies are available free to camp directors through the New York Office, 11 W. 49 St., New York 20, N. Y.

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CHAMPIONSHIP TRAMPOLINE FOR CAMPING FUN

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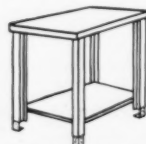
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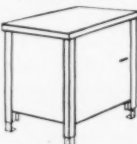
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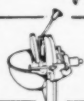
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Additional Leadership Training Courses

Listed below are several leadership training courses scheduled for this year. These are in addition to those which appeared in the April issue of CAMPING MAGAZINE.

CAMP COUNSELOR TRAINING COURSE

Date: June 11-30.

Place: Camp Pitt, University Recreation Center, Allison Park, Pa.
Content: Instruction in campcraft, aquatics, nature recreation, music, and principles and philosophy of camping.

Contact: Dr. Karl Oermann, University of Pittsburgh, Pittsburgh 13, Pennsylvania.

SCHOOL OF EQUITATION

Date: June 25-July 1.

Place: Teela-Wooket Camp, Roxbury, Vt.

Content: Equitation techniques for teachers, experienced riders or beginners.

Fee: \$55.00

Contact: Teela-Wooket Camps, 60 Ordway Road, Wellesley Hills, Mass.

ARCHERY AND DANCE CAMPS

Date: June 25-July 1.

Place: Teela-Wooket Camp, Roxbury, Vt.

Fee: \$55.00

Contact: Mr. and Mrs. E. B. Miller, 450 West 24th St., 16-A, New York 11, N. Y.

TRIPPING SCHOOL FOR ADULT TRIP LEADERS

Date: June 17-24.

Place: Keewaydin Camps, Salisbury, Vt.

Content: Extensive coverage of skills required of a trip leader. Limited to those who have had previous experience in canoeing or hiking trips.

Fee: \$50.00.

Camping Magazine, May, 1956

Contact: Charles S. Conard, 33 Congress Ave., Springfield, Del. County, Pa. After June 1, Kee-
waydin Camps, Salisbury, Vt.

WORKSHOP FOR DANCE COUNSELORS

Date: Monday evenings, April 30
through June 18.

Place: YM-YWHA, New York
City.

Content: Aimed toward stimulating
the creative approach in work
with children. Practical project
work emphasizing creative pro-
gram and performance planning.
Fee: \$27.00.

Contact: Mrs. Lucile B. Nathanson,
Educational Dept., YM-YWHA,
Lexington Ave. and 92nd St.,
New York 28, N. Y.

RIDING INSTRUCTION AND RATING CENTERS

Dates and places: June 7-13 at
Sweet Briar, Va. June 18-25 at
Madeira School, Greenway, Va.
Aug. 25-30 at Perry-Mansfield
Camp, Steamboat Springs, Col.

Content: Instruction and Rating
Centers for teachers of riding,
camp counselors, and adults in-
terested in riding and schooling
horses.

Fee: Rates vary—expected to run
about \$85 per week.

Contacts: Miss Harriet Rogers,
Sweet Briar College, Miss Mil-
dred Gaines, Madeira School,
Miss Portia Mansfield, Box 4026,
Carmel, Calif. (after May 1,
Steamboat Springs, Colo.)

A TRAINING CENTER FOR OUTDOOR LIVING

Date: August 12-19.

Place: Derrybrook, South London-
derry, Vt.

Content: Primitive camping experi-
ence for inexperienced adult
leaders.

Fee: \$35.00.

Contact: Catherine T. Hammett,
Box 97, Pleasantville, N. Y.

For listings of additional Leader-
ship Training Courses see pages
37 and 38 of the April issue of
CAMPING MAGAZINE.



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mance by any other board you've seen.

BUILT LIKE AN AIRPLANE WING—
Aircraft structural design combined
with spring-leaf principle and heat-
tempered, specially alloyed aluminum
are joined in an assembly of great
strength, uniform flexibility and
incomparable springing qualities.

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times stronger than actual load re-
quirements—will withstand severest
use day after day, yet continue to
give unmatched performance and
maximum springing action year after
year, free of repairs or replacement.

SPRING-LEAF CONSTRUCTION gives
much greater strength at fulcrum
where needed, and lightness at tip.

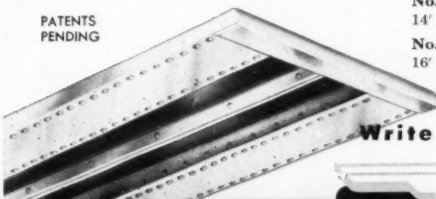
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WITH LESS EFFORT**—No other board
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wide, safest non-slip covering known.

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or coated wood boards, easier to in-
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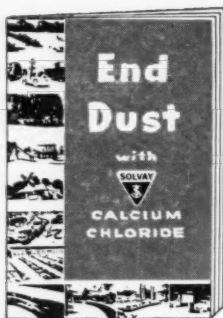
No. APL-16 Lifetime Aluminum Board
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For Your Information

Group Washing Units Cataloged

A new 28-page, four-color catalog, describing and picturing its complete line of washfountains, group showers and drinking fountains, has been issued by Bradley Washfountain Co. Included in the booklet are interesting and valuable data on comparative costs and advantages of group washing versus individual washing fixtures.

For your free copy check item C-5601.

Star Study Aid Offered

A telescope designed for amateur astronomers and priced at a reasonable level is pictured and described in a six-page leaflet available from the manufacturers, Sky-Scope Co. Four and a half feet high when mounted on its stand, yet easily portable because it weighs only nine pounds, the instrument is said to have found wide acceptance by amateur star gazers.

To obtain information on how the Sky-Scope can aid your astronomy program, check item C-5602.

Extra Tables Made Easy

Need extra tables around your camp, for dining room, craft shop, nature house or game room? An easy, and both money saving and space saving, solution is offered by Merrill Lee Co's. folding table legs.

Quickly attached to a piece of plywood with just a screw driver, Apex folding table legs provide fast problem solution, split-second folding and unfolding, and safe leg-locking in either open or closed position.

For further information, check item C-5603.

New Flutterboards Offer Advantages

Permanent safety, no maintenance ever and amazing buoyancy are features cited for the new Perma-Float plastic flutterboards. The boards are cited as being tough,

New and helpful ideas to assist you in obtaining equipment, supplies and services for your camp. Keep up-to-date with the latest trends in camp operation by investigating some of the items described here.

strong, clean, odorless and completely immune to both rotting and mildew. Yet they are priced at less than \$5.00 each.

For full information, check item C-5604.

Special Safety Paint Products

Extra safety through use of specially designed paint products is the specialty of Convoy Division of Kelley-Mahorney Co. For camp directors, the firm offers skid-proof enamel in seven colors for steps, swimming pools and docks, diving boards, boats, showers and floats.

Fire safety is enhanced by the company's fire-barrier paint called "Halt." Both interior and exterior types are available, either clear or colored, and the manufacturer states that fire absolutely will not spread on a surface coated with this product.

Color cards, brochure and full information may be had by checking item C-5605.

Fractures Get Quick Aid

Quick first-aid for fractured arms or legs is available when you have a Stryker emergency splint available. This new splint combines shaped aluminum half sections with built-in padding and traction to completely immobilize the limb during transfer to a hospital. It is a product of Orthopedic Frame Co.

The splint is said to be applicable by anyone in seconds, and may be left on, if necessary, for several hours with safety and comfort. It is available in both child and adult sizes. For full data check C-5606.

Safety Markers Save Bumps

A new type of self-adhesive safety markers which glow in the dark up to six hours after only five minutes exposure to light should find many uses along dark camp paths, on stairways and in other locations which have proved hazardous to campers or staff. As many as 100

of the markers can be had for only \$3.00 from American Advertising Co.

For literature check C-5607.

Fogger Blitizes Unwanted Bugs

A simple, do-it-yourself fogging device, described as making it possible to eliminate insect pests in a professional manner but at minimum cost, is available from Blitz-Fog Co. The fogging gun and insecticide tank are available in various sizes to fit power mowers, garden tractors, and two-cycle engines. An acre of ground can be cleared in about 20 minutes, the manufacturers state, yet the material is harmless to humans, plants and pets.

To obtain further details, check item C-5608.

Need More Outdoor Seats?

A new line of low-cost steel bleachers for smaller installations is now available from Safway Steel Products Co. Known as the Budget-Master line, these bleachers feature a welded steel angle framework, and are said to provide maximum safety, vision and comfort. Skid mounting makes it possible to move the bleachers from place to place without dismantling.

To obtain details on how these bleachers can help you, check item C-5609.

New Bandage Called "Revolutionary"

A new clinging gauze bandage, called "revolutionary," is being introduced by Johnson and Johnson, following its development by government chemists and field testing both in Korea and the U. S. Called the Kling Conform Bandage, the bandage is said to take the place of ordinary roll bandage and to offer many advantages. These include conformity to any body contour, stretching up to 40% without losing elasticity (thus providing better care for hard-to-bandage places) and quicker, easier, neater bandaging by anyone.

For full data check item C-5610.



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Use this coupon to obtain more information about items described in this department, or advertised or mentioned editorially in this issue. CM Readers' Service will also be happy to assist you find a source for any products or services used in camp management.

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- ☐ C-5602 Astronomy Aid
- ☐ C-5603 Folding Table Legs
- ☐ C-5604 Plastic Flutterboards
- ☐ C-5605 Safety Paint Products
- ☐ C-5606 Emergency Splint
- ☐ C-5607 Glowing Markers
- ☐ C-5608 Fogging Gun
- ☐ C-5609 Steel Bleachers
- ☐ C-5610 Clinging Bandage

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CAMPING MAGAZINE

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Sections Report

REGION I

New England Section conducted its annual Camp Health Symposium April 14 at Children's Medical Center, Boston. As usual, a good attendance was on hand for this co-operative meeting, in which camp directors and medical men share ideas on better camp health practices.

REGION II

Capital Section scheduled a special meeting late in March to hear Julian Salomon discuss planning and development of new camp sites, as well as redevelopment of existing sites. Salomon was the first president of the Section.

Another important Capital meeting will be the May 4-6 counselor training weekend. This annual event is being held at Camp Letts, the Washington YMCA camp.

Maryland Section at a recent meeting heard Ward Barstow, of the Baltimore County Health Dept., discuss camp health standards, how camps can best meet them, and aid available from the Health Department to camps wishing to add new facilities.

In May, Maryland will join with Capital Section for their annual joint counselor training weekend.

New Jersey Section members enjoyed a special treat when their April meeting was held at Schiff Scout Reservation. Speaker was Ernest F. Schmidt, and his topic "Canoe Trips and Light Packs." Mr. Schmidt is Director of Camping for the Boy Scouts National Training Center.

In May, the Section will hold its annual banquet, and will also co-sponsor with the New Jersey School of Conservation a camping and outdoor education institute. This will be held May 18-20, at Camp Wapalanne, Branchville, N. J.

New York Section is holding, as this issue goes in the mail, its second annual Camping Fair. Set for May 4-5 at Surprise Lake Camp, the Fair features in addition to fine program an opportunity for camp directors and camp suppliers to get

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WRITE TO

DR. KARL C. H. OERMANN

Director of Camp Pitt
UNIVERSITY OF PITTSBURGH
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Cast and paint your own art models — It's fun.



SEE YOUR LOCAL DEALER—OR WRITE FOR CATALOG
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together for discussion of mutual interests.

REGION III

Lake Erie Section had "Use of Surplus Foods in Camp Cookouts" as the topic of its March meeting. Members of East Ohio Gas Co. demonstrated preparation of recipes using surplus foods agencies may be receiving this summer. Camps not receiving surplus foods also picked up excellent cookout suggestions from the program.

Lake Erie held its annual Spring Workshop at Red Raider Camp, Novelty, Ohio, April 28 and 29. Program included sessions on Crafts with Natural Material, Shelters and Unit Kitchens, Outdoor Cookery, Orienteering, Riding, and Conservation.

REGION IV

Southeastern Section held a meeting of its Executive Board recently to discuss plans for visiting by the Standards Committee of camps not yet covered in the Section's standards implementation program.

The Section has announced that its annual Fall meeting will be held October 12-14, in Columbia, S. C. Julian Smith, of Michigan State University, and former chairman of ACA's national Day Camping Committee, will be the featured speaker.

Florida Section held its annual convention on March 16-18. Henry Hart, chairman of Region IV, was keynote speaker. Officers elected were: President Armand Ball; President-elect George Fischbach; Secretary Mrs. Vicki Bloch; Treasurer Mrs. Dottie McGaghin.

Florida will be host section for the 1957 Region IV convention. Dates for the meeting have been set at March 13-17, and the place is Methodist Youth Camp, near Leesburg, Fla. Armand Ball, Section president, is convention chairman.

REGION V

Chicago Section at its Exhibitor's Day program in March heard Douglas Monahan, Evanston YMCA, speak on "The Camp Director—His Four-fold Responsibility," and Dr. Maria Piers, of the Institute for Psychoanalysis, discuss "Discipline for Oneself and Others." In addition, a camper panel under direction

Camping Magazine, May, 1956

Girls Like Sanitary Washing Facilities, Too SO DO PARENTS

Here's a 36-in. model Bradley Wash-fountain with *foot-control* of the water supply that banishes all possible infectious faucet contacts. Clean running water from the central spray-head serves groups simultaneously, and the sanitary bowl is self-flushing to prevent collection of used water

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FOR CAMP GROUNDS, TENNIS COURTS, etc. . .

Chlorea — Ideal weed and grass killer for athletic fields, paths, camping areas and wherever riddance of *all* types of vegetation is desirable. Stops regrowth. Safe to use — does not create poison or fire hazard. Easy to apply dry or as a water-mixed spray.

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of Marilyn Clark of the Methodist Youth Fellowship, discussed "My camp experiences, and leaders who gave me a lift."

Chicago Section will have a School of Horsemanship June 17-23, at Camp Kinnahwee, Hollister, Wis.

Iowa Section held a Spring Institute April 13-15 at Camp Ingawanis, Waverly, Iowa.

Minnesota Section met April 2 in Minneapolis. Highlight of the meeting was unveiling of plans for the Section-sponsored 1958 National Convention of ACA. Members of the steering committee, under chairman Armand Leuhrs, described tentative plans and urged members to make comments and suggestions.

The Section also planned a Spring Leadership Seminar. Set for May 4-6, at Camp Courage, Annandale, Minn., the program included workshops, discussions and demonstrations.

Wisconsin Section held its Spring Institute April 27-29 at George Williams College Camp, Williams Bay, Wisc. L. B. Sharp, executive director of the Outdoor Education Assn., was keynote speaker. Leslie Lyon conducted a workshop on "Shortcuts in Business Practices," and Gunnar Peterson conducted an all-day session on "Campercraft Skills Counselors Ought to Know." A Day Camp workshop was also on the agenda.

Wisconsin Section has issued a directory of camps in its area. Highlighted are those which hold membership in ACA.

REGION VI

Southwest Texas Section has issued a directory of camps in its area which have met the standards set by ACA. Included are information on location, whom the camp serves, key activities, costs, and sponsorship.

REGION VII

Section 7 was happy to have our executive director, Hugh Ransom, visiting with us and spending time in all of the areas in the Pacific Camping Federation. He met with many of the executive board members on the Pacific Coast, dis-

Camping Magazine, May, 1956

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cussing the many phases of camping in our region.

We are happy to report that Mr. Howard Bell, administrator of the Los Angeles City Schools School Camping program, has been elected Chairman-elect of the Camping and Outdoor Education Section of the American Association for Health, Physical Education and Recreation.

Tal Morash, chairman of the Camp Seeley Conference announced that emphasis on the Seeley Conference for 1956, will be on learning by doing. Featured at the Conference will be instruction in basic skills, cookouts, day camping, games, nature and administrative planning.

A note in the Public Relations Department: we are happy to report that Mr. Jack Douglas, producer of "I Search for Adventure" a national television program, used an excellent film of the Big Bear Boys Camp, Fawnskin, Calif.,



showing the many interesting and educational activities of a summer camp program. Your reporter was asked to appear on Art Linkletter's Houseparty, another national television program answering questions of mothers in the audience about selection of suitable camps and the many phases of a summer camp program. A feature of the interview was the explanation of ACA standards and the showing of the ACA camp member's seal. All camps bearing this seal subscribe to the high standards set forth by the American Camping Association. There are excellent publicity and public relation opportunities available for many of our camp people. I feel we can do a great deal in making known to parents the values of good camping through the various media available to us.

—J. Grant Gerson

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soup for breakfast

By Alice Stevens
Dietitian, Herald Tribune
Fresh Air Fund

CHILDREN who attended the New York Herald Tribune Fresh Air Fund Camps last summer were exposed to a new type of breakfast. Soup was included in the morning-meal selection. Considering that the summer of 1955 was a "scorcher" and that soup was then thought of as an odd sort of food for breakfast, campers' reaction was noteworthy. It indicated that soups have definite merit on chilly mornings. Many of the children found soup for breakfast so enjoyable, even if surprising, that they asked for seconds.

At the Fresh Air Fund Camps meals are prepared and served out of doors. The soup was heated over camp fires and served piping hot, usually in bowls, sometimes in cups. Big comfortable mugs make excellent service for breakfast soups, and due to their almost indestructible construction, should prove practical for camp use.

Soup for Breakfast Questionnaire

Under the experiment, soup was not offered in place of, or as a substitute for "regular" breakfast dishes. Instead, it was suggested in addition, to increase youngsters' morning food intake.

When soup had been on the camps' menus for four weeks, a questionnaire was distributed for counselors to fill in. Questions sought preference for various soups—whether children "relished it"—"liked it fairly well"—"ate it with lack of enthusiasm"—or "refused it entirely." About 100 questionnaires were answered by counselors of Camp Coler, Camp Sunny Ledge, Camp Pioneer, Camp Hidden Valley and Camp Marks Memorial.

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53 *Mary Hamilton*

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Three varieties of soups had been made available. Tomato proved the overwhelming favorite, with chicken noodle and vegetable following in that order.

Apparently there was an equal degree of fondness or dislike for the morning soup from boys and girls. Children commented that it was stimulating on cold mornings—that they preferred clear soups—that it was a welcome change.



photo—Herald Tribune Fresh Air Fund

Some counselors, too, had definite ideas about breakfast soups. They remarked that it added nutritional value—that it should be served according to weather conditions—that alone it was not filling enough; the children who had soup and little else were hungry by mid-morning.

Low Cost Nutrition

Nutritionally, hot soup made with non-fat dry milk provides an excellent way of building up campers' milk consumption at low cost. Recommended soups to team with inexpensive dry milk are green pea, tomato, and the cream soups. Creamy breakfast soups are a soothing way to start the day—gentle on digestions, too.

At the Herald Tribune camps, soup for breakfast proved one solution to morning-meal monotony. Consomme and bouillon are delightful breakfast beverages. Tomato, chicken and vegetable soups are universally popular. But imaginative breakfast-planners needn't stop there. With so many kinds of soup from which to choose, possibilities for enhancing campers' breakfast menus are almost limitless.

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MAGNUS CRAFT MATERIALS

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Trouble Free Water Disposal

By David Palter, B.A.Sc.

Director, Camp Kawagama

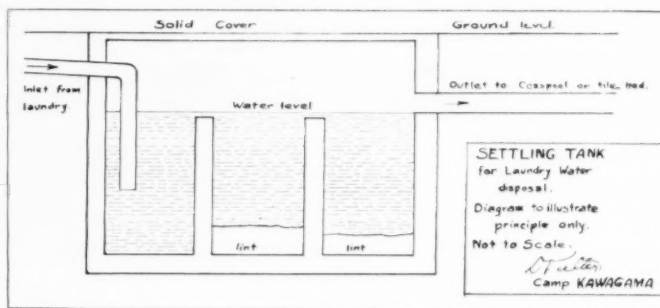
ONE OF many problems facing every Camp Director is that of efficient sewage disposal. Health authorities and our own common sense will not permit raw sewage disposal in open lake, pool or stream. The danger of contamination to drinking water and swimming areas is too great. All disposal

tem may work well for one camp and be entirely impossible for another. If one cannot assess his own conditions, then the Sanitary Engineer of the Local Health Department will be happy to advise.

Separate Arrangements

In general, it has been found that separate disposal arrangements are advisable for each kind of sewage. Dish washing and kitchen disposal should be through a grease trap into a septic tank. Toilet disposal is directly into another septic tank, and laundry water, which in our experience is the most difficult to dispose of, should be into its own settling tank.

From the various tanks the discharge should be plain water that evaporates from tile beds or drains



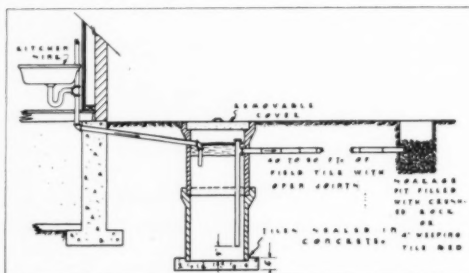
must be into a covered cesspool or tile bed at a safe distance from water supply and swimming facilities.

There are many good articles on this problem and most Government Health Departments will supply advice and drawings for good sewage disposal arrangements. However, it is the application of this advice to the particular needs of each camp that sometimes creates an unanticipated problem with a very elusive solution.

Each camp location presents a different set of conditions, each requiring its own solution. One sys-

tem may work well for one camp and be entirely impossible for another. If one cannot assess his own conditions, then the Sanitary Engineer of the Local Health Department will be happy to advise.

First, only water should be entering the evaporation or seepage area. Any grease from the kitchen or lint from the laundry will clog the best tile beds or cesspools. Whether or not you have this difficulty can be determined by an



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analysis of the deposit on the sides or bottom of the tiles or pools.

If you had plugged and overflowing cesspools last year, this spring is the time to dig out the dried material and determine its composition by chemical analysis. It may be soap; then change to a detergent. Consult your soap supplier; he has had this problem many times. If it is other types of fat, then your grease trap is not efficient. It is either too small or inefficient in design. The only solution here is to replace the trap by a larger and better one.

If the clogging material is found to be lint, then a settling bed is required in the system to remove the particles before the water reaches the evaporation or disposal bed. Lint is easily removed by means of a reverse grease trap. The discharge from the laundry goes first into a compartment that confines the turbulence of the flowing water. When the compartment is full the water with lint, soap and dirt floats over into a second and third compartment with a minimum of turbulence so that the solids will settle.

If a pure detergent is used in the laundry then no grease trap is required but if your laundress insists on soap containing animal fat then a grease trap is required to remove the soap by floatation.

Danger of Inadequate Capacity

In most cases of trouble in camp sewage disposal, the problem is usually one of inadequate capacity. If the system is put into proper shape, and a program of regular maintenance carried out, a minimum of complete absence of trouble will be enjoyed.

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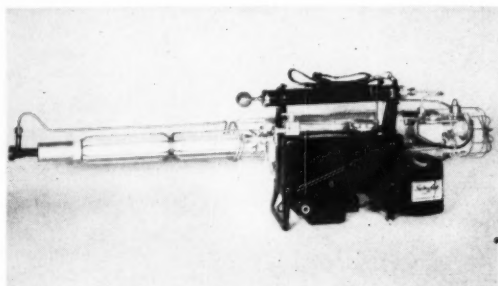
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